



Washington State Department of
Early Learning



Coach Webinar

9:00-10:30am

December 1, 2017



Welcome





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Overview

- Announcements
- Recap
- Goal Setting and Action Planning
- Resources
- Q & A

Announcements

- Coach Framework Training
 - [Early Achievers Coach Framework](#) Training-Spokane, December 13-14, 2017
- ERS Trainings
 - [ITERS Deep Dive](#) Training-Mt. Vernon, February 2, 2018

Announcements

- CLASS Trainings
 - [Toddler CLASS Reliability](#) Training-Seattle, WA
January 18-19, 2018
 - [Pre-K CLASS Reliability](#) Training-Tri-Cities, WA
February 15-16, 2018
- Click [here](#) for a full list of trainings offered by Cultivate Learning

Announcements

Haring Center Individualization Internships

Register [here](#)

CCA Coaches

January:

- 1/8 & 1/9
- 1/22 & 1/23
- 1/29 & 1/30

ECEAP Coaches

December:

- 12/11 & 12/12/17

January:

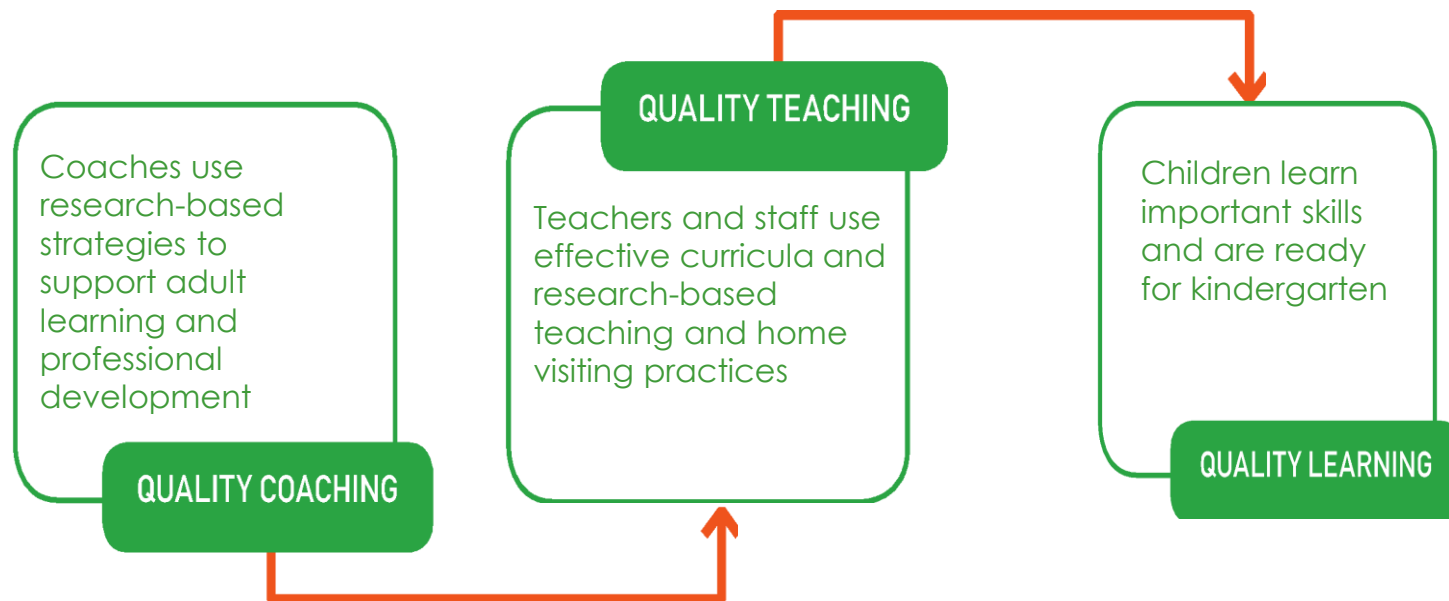
- 1/18 & 1/19

Infant/Toddler Consultants

April:

- 4/3 & 4/4

Why Do We Coach?



Shared Goals and Action Planning



Your Turn...

How do you share data with sites you coach?

Please use the chat box to share.

Your Turn...

Beyond the ratings data, what other tools and strategies do you use to identify goals with the sites you coach?

Please use the chat box to share.

Your Turn...

How do you turn general data into specific, actionable goals?

Please use the chat box to share.

1

Specify a teaching practice or a set of teaching practices.

2

Gather information about implementation of teaching practices through a needs assessment.

3

Use the information gathered about implementation, and identify priorities for coaching.

4

Set SMART goals based on priorities.

5

Develop an action plan for use as the coaching roadmap.



**Gather
information!**

A photograph showing two individuals seated at a light-colored table. The person on the left, wearing a light blue button-down shirt and blue jeans, is writing in a spiral-bound notebook with a silver pen. They are also wearing a silver watch on their left wrist. A tablet computer is visible on the table near their left hand. The person on the right, wearing a dark blue long-sleeved shirt and blue jeans, is also writing in a notebook with a pink pen. The text "Needs Assessment" is overlaid in the lower-left quadrant of the image.

Needs Assessment

Needs Assessment Formats

- Frequency of use
- Importance
- Comfort
- Beliefs
- Support

Needs Assessment Formats

NEEDS ASSESSMENT – TEACHING PRACTICES: ENGAGING INTERACTIONS AND ENVIRONMENTS

Teacher Name: _____

Date: _____

Instructions: These are effective teaching practices for supporting children's learning. Read each statement and use the 1 to 5 scales to show how often you are using each teaching practice now, and how often you would like to use it. Then write the difference between current use and desired use of the teaching practice. The NCQTL 15- minute In-service Suites that support each practice are listed in the last column.

Teaching Practices	I am doing this now...					I want to do this...					Difference between current use and desired use	In-service Suites
	Not at all				All the time	Not at all				All the time		
Social and Emotional Support												
1. I have positive relationships with the children in my classroom.	1	2	3	4	5	1	2	3	4	5		Fostering Connections
2. I notice and respond to children's needs.	1	2	3	4	5	1	2	3	4	5		Being Aware of Children's Needs
3. When I talk to children, I am generally positive, calm, and supportive.	1	2	3	4	5	1	2	3	4	5		Fostering Connections; Creating a Caring Community
4. I use a child's interests to guide interactions and plan activities.	1	2	3	4	5	1	2	3	4	5		Following Children's Lead; Creating a Caring Community
5. I provide opportunities for children to take on meaningful roles in the classroom.	1	2	3	4	5	1	2	3	4	5		Giving Children Responsibilities
6. I use strategies that encourage children to help each other.	1	2	3	4	5	1	2	3	4	5		Giving Children Responsibilities

Adapted from NCQTL 'PBC Coach Training: Shared Goals & Action Plans'

Needs Assessment Formats

NEEDS ASSESSMENT – TEACHING PRACTICES: HIGHLY INDIVIDUALIZED TEACHING AND LEARNING

Teacher Name: _____

Date: _____

Instructions: These are effective teaching practices for meeting the needs of all learners in your classroom. Read each statement and use the 1 to 5 scales to show how often you are using each teaching practice now, and how often you would like to use it. Then write the difference between current use and desired use of the teaching practice. This needs assessment supports NCQTL's series of five 15-minute In-service Suites related to this topic.

Teaching Practices	I am doing this now...					I want to do this...					Difference between current use and desired use
	Not at all				All the time	Not at all				All the time	
Turning Goals into Teaching Opportunities											
1. I identify children who require individualized teaching. They can be children with IEPs, children with behavior support plans, children who are not making progress, or advanced learners who need more challenge.	1	2	3	4	5	1	2	3	4	5	
2. I identify goals each child is not making progress toward, and focus teaching on these goals.	1	2	3	4	5	1	2	3	4	5	
3. I make a goal easier by breaking it down into smaller parts. I use everyday teaching opportunities to focus on these smaller parts.	1	2	3	4	5	1	2	3	4	5	
4. I use all daily activities and routines as learning opportunities, including transitions and outside play time.	1	2	3	4	5	1	2	3	4	5	
5. I use an activity matrix to identify individualized learning objectives to target during various activities.	1	2	3	4	5	1	2	3	4	5	
6. My classroom team uses the activity matrix to talk about each child's learning goals and progress.	1	2	3	4	5	1	2	3	4	5	

Adapted from NCQTL 'PBC Coach Training: Shared Goals & Action Plans'

Creating Shared Goals

- Give teacher and coach a common starting point
- Create shared expectations
- Identify teaching practices that are the focus of coaching

“We resist what we hear, but believe what we say”

~Keith Rosen

SMART Goals

S

- **Specific** A specific goal has a much greater chance of being accomplished than a general goal. Think of the six “W” questions: *Who is involved? *What do I want to accomplish? *Where--Identify a location. *When--Establish a time frame. *Which--Identify requirements and constraints. *Why--Specific reasons, purpose or benefits of accomplishing the goal.

M

- **Measurable** Establish concrete criteria for measuring progress toward the attainment of each goal you set. How much? How many? How will I know when it is accomplished?

A

- **Attainable (or achievable)** This is about prioritizing. Choose the most important goals, careful not to spread efforts too thin. Then break large goals down into smaller, achievable goals that are steps to the larger goal.

R

- **Realistic** To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work.

T

- **Timely** A goal should be grounded within a time frame. This is built into the WELS goal setting format.
- **T** can also stand for **Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

Goals: Changing Practice

- Learn more about the practice and try it out
- Do it more often
- Do it better
- Do it differently



Learn
More
and Try
it Out

I will learn how to
make a visual
schedule for the
day. I will make a
schedule and go
over it with the
children during
morning circle time.



Do It
More
Often

I will use a visual
schedule to
remind children of
daily activities
during morning
circle, before
centers, after
lunch, and before
we go outside.



Do It
Better

I will invite a child to be the schedule helper each day. The helper will go over the visual schedule at the beginning of the day and before each transition.



Do It
Differently

I will make a visual
schedule that can
be changed as
needed so that
activities can be
removed or turned
over when they
are finished.

Goal: Improve instructional supports by all staff in the preschool room

Subscale/Domain

Instructional Support



Item/Dimension

Language Modeling (Frequent Conversation, O



Action Plan *

Increase the use of the complex vocabulary, self and parallel talk in the classroom.
Use self and parallel talk at least 3 times during daily math activities.



Person Responsible

Position

Lead Teacher



Progress *

In Progress



Target Completion Date *

12/31/2017

Date Started

10/02/2017

Resources Needed

videos on Language modelling
self reflection on the recording of the lessons



Training Needed

CLASS language modelling



Goal: Increase concept development and quality of feedback by all classroom staff

Subscale/Domain

Instructional Support

Item/Dimension

Language Modeling (Frequent Conversation, O

Action Plan *

Lead Teacher will facilitate one Intentional Teaching Card per week under the Language dimension in Creative Curriculum.

Person Responsible

Position

Lead Teacher

Progress *

In Progress

Target Completion Date *

11/30/2017

Date Started

11/27/2016

Resources Needed

Creative Curriculum Kit, curriculum plan

Training Needed

Specific guidance in documenting in TS Gold, support in initial curriculum planning in the fall

Your Turn...

Once you have identified a goal with a provider, what is your next step?

Please use the chat box to share.

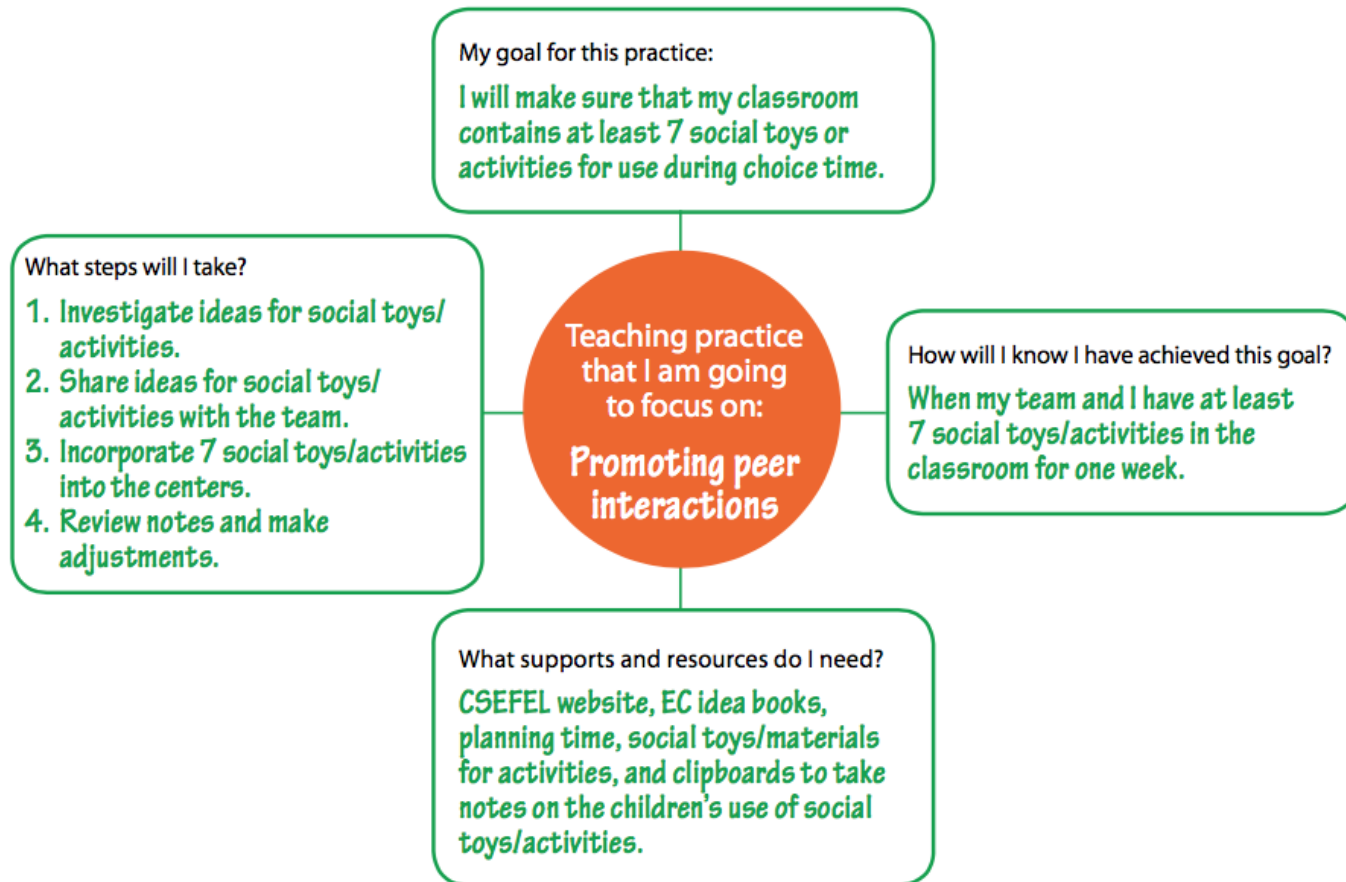
What is in an Action Plan?

- Goal(s)
- Action steps
- Goal achievement statement
- Timeframe
- Supports or resources

Action Plan Formats

TEACHING PRACTICE ACTION PLAN		
<p>The goal I will work on in my classroom:</p> <p><i>I will change the way I structure my centers so that children interact with more team members during activities.</i></p>		
Steps to achieve this goal:	Resources needed:	By when:
1. Learn about another way to structure my centers.	1 to 2 hours after school, websites, training materials	Monday, 9/10
2. Meet with team members to discuss new center structure.	Use regular planning time on Wednesday.	Wednesday, 9/12
3. Try it out for a week while videotaping or take notes about interactions; review video.	Video camera, coach to set it up, clipboard for each member to take notes	Wednesday, 9/19
4. Decide if the new way encouraged more interactions, and make changes as needed.	Discuss with coach and team.	Friday, 9/21
Review Date: 9/24		
<input type="checkbox"/> I know I achieved this goal because: <i>My team and I have implemented a structure for centers that allow each of us to interact with all of the children during center time.</i>	<input type="checkbox"/> I am making progress toward this goal and will keep implementing my action plan.	<input type="checkbox"/> I need to make changes to my plan to achieve this goal by revising the goal or changing the steps.

Action Plan Formats



Your Turn...

Reflect on the most difficult successful conversation you have had with someone you coach.

- What did you do to contribute to the success of the conversation?
- What did the coachee do that let you know it was successful?

Please use the chatbox to share.

Your Turn...

Reflect on a time when you changed your behavior, attitude or perspective.

- What helped you make the change?
- What did not?

Please use the chatbox to share.

Resources and Sharing

- [Top 10 Tips for Coaches](#)
- [A Coaching Guide to Asking Reflective Questions](#)
- [SMART Goals Definition Chart](#)
- [Goal Setting with CLASS](#)
 - [Concept Development Matrix](#)
 - [Pre-K CLASS Observation Feedback with ECEAP Performance Standards](#)

Coaching Resources

- Online Resources
 - [Circle Time Magazine](#)
 - [Coaching Companion](#)
 - DEL [Coaching Toolkit](#)
- Coach Consultation
 - Cultivate Learning Coach Support Team
 - Sign up [here](#)

Questions from the Field



Who to Contact

- For ECEAP specific policy related questions/technical assistance

[Assigned Pre-K Specialist](#)

- WELS technical assistance

QRIS@del.wa.gov

- For webinar technical assistance

Mark McCarty

markmc21@uw.edu

Who to Contact

- For coaching related questions

Kelli DeBoer kelli.deboer@del.wa.gov

Jennifer Fung jschleif@uw.edu



Washington State Department of
Early Learning



Next Webinar

Friday, January 5, 2018
9:00AM



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